

# Early Childhood Council for Yuma, Washington and Kit Carson Counties



## Strengthening Children, Families and Communities

**January 2020**

“Forget dancing like  
no one is watching.  
**Dance like a toddler.**  
They don’t even care  
if there’s music”



**January 1st**  
New Year’s Day

**January 4th**  
National Play  
Outside Day

**January 17th**  
Kid’s Inventors’ Day

**January 20th**  
Penguin Awareness  
Day

**January 20th**  
Martin Luther King  
Day

**January 24th**  
International Day of  
Education

**January 31st**  
Fun at Work Day

**January 31st**  
National Pre-School  
Fitness Day

**Check out our new  
Website**  
[www.eccywk.org](http://www.eccywk.org)

## January is National Poverty in America Awareness Month



## Early Childhood Council Meeting Dates

ECC Yuma County  
January 8th, 2020  
1:00pm—3:00pm  
MCC– Wray

ECC Kit Carson County  
January 28th, 2020  
1:00pm-3:00pm  
Kit Carson County DHS

ECCYWK Board Meeting  
January 8th, 2020  
9:00am-10:00am  
Zoom Conference

ECC Washington County  
January 22nd, 2020  
1:00pm-3:00pm  
Washington County Annex

# SPOTLIGHT

## Walk/Run Across the Plains for Early Childhood

### Virtual Walk/Run

\$35 registration (Open Now)

1st \$250, 2nd \$150, 3rd \$100  
Cash Prizes

Link your Fitbit, iPhone, Garmin  
directly to the site.

Starts January 1st, 2020.

## Early Learning and Development Guidelines ELDG's

The Colorado Early Learning and Developmental Guidelines are a helpful resource whether you're a first-time parent or caregiver — or an experienced professional. The Guidelines describe kids' abilities at certain ages and offer tips for how adults can help develop and support those abilities.

Free Resource available at  
[www.earlylearningco.org](http://www.earlylearningco.org)

Are you or someone you know interested in becoming a **licensed Family Child Care Provider?**

The ECCYWK can assist in the licensing process.

For more information

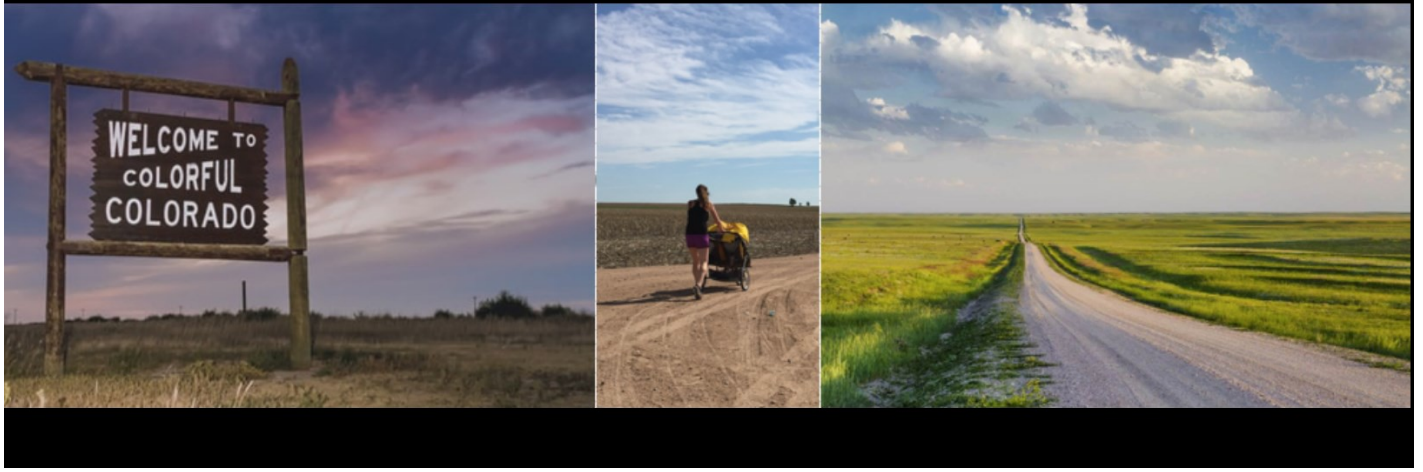
Contact **Sheila Anzlovar** at  
[sanzlovar@eccywk.org](mailto:sanzlovar@eccywk.org) or  
**970-360-9099**

## CCCAP

The Colorado Child Care Assistance Program (CCCAP) program provides child care assistance to families who are working, searching for employment, or are in training. CCCAP provides families access to reduced cost child care at licensed child care facilities or qualified (unlicensed) providers.

For more information about CCCAP contact your local Department of Human Services or call us at  
**970-360-9099**

# What's Happening?



**Early Childhood Council for Yuma, Washington and Kit Carson Counties  
Walk Across The Plains For Early Childhood  
Virtual Race/Walk**

**Starting January 1st through January 31st, 2020**

**Registration Fee \$35 per person**

**Cash prizes for top three with the most steps**

**1st \$250, 2nd \$150, 3rd \$100**

**Step 1:** Register at <https://www.charityfootprints.com/eccywkw/eventdetails>  
(Registration is open now)

**Step 2:** Sync your Fitbit, Apple Watch, or Google Fit. No wearable device? No problem. Download the FREE app on IOS or Android to track your workout Awesomeness!

**Step 3:** Ask friends, family and co-workers to join you in the virtual walk

**Step 4:** Share your progress with friends and invite people you know to sponsor

**Race/Walk across the plains to ensure:**

- That every child is valued, healthy and thriving
- Young children reach their development potential and are ready to be successful in school and in life
- Environments that impact children are safe, stable and supportive
- Adults are knowledgeable, responsive and interact effectively with and on behalf of children
- Localities and the state attain economic and social benefits by prioritizing children

**For more information about the ECCYWK visit our website at [www.eccywkw.org](http://www.eccywkw.org)**

# What's Happening?

## 2020 Early Childhood Education Conference

Northeastern Junior College (NJC)

## Nature and Nurture

January 25th, 2020

Pre-Registration must be received by **January 18th**

Cost **\$40** or **\$30** each/must have 3 or more from same employer

**Questions?** Please contact **Rebeka Laible**, Administrative Assistant at 970-521-6671 or **Donna Brady-Lawler**, ECE Coordinator at 970-521-6725.

## Free 6-Week Healthy Cooking Course

Taught by Victor Guerrero

**January 9th, 2020-February 13th, 2020**  
5:30-7:30 at Yuma Community Center

All Materials Included  
Childcare Provided– Bilingual

Contact Candy for more information or to register  
970-848-3878 ext. 2110 or email  
[C.gilliland@yumacolo.org](mailto:C.gilliland@yumacolo.org)

## Spring 2020 Morgan Community College courses in Early Childhood Education

All of these courses are GLOBAL CLASSROOM. They connect live via video to an in-class course. Interact with your instructor and classmates in real-time. Classes can be taken from any location with an internet connection. For more information contact MCC in Wray at 970-332-5755 or Burlington at 719-346-9300

### EARLY CHILDHOOD

<b><u>ECE 101 – Introduction to Early Childhood Education</u></b> (3 credits)	<b>T,W,R 12:30 – 1:25</b>
Attend via WebEx or at the Bennett Center	Jan 16 – May 8 K. Dohman
<b><u>ECE 111 – Infant/Toddler Theory/Practice</u></b> (3 credits)	<b>T 6:00 – 8:30</b>
Attend via WebEx or at the fort Morgan campus	Jan 16 – May 8 S. Amen
<b><u>ECE 112 – Infant/Toddler Lab Techniques</u></b> (3 credits)	<b>T 5:00 – 5:50</b>
Attend via Web Ex or at the Fort Morgan campus	Jan 16 – May 8 S. Amen
<b><u>ECE 238 – Child Growth and Development</u></b> (3 credits)	<b>M 6:00 – 8:30</b>
Attend via Web Ex or at the fort Morgan campus	Jan 16 – May 8 S. Spears
<b><u>ECE 260 – The Exceptional Child</u></b> (3 credits)	<b>R 6:00 – 8:30</b>
Attend via Web Ex or at the Fort Morgan Campus	Jan 16 – May 8 S. Amen

# Congratulations

Early Childhood Professional of the Month

**Alexandra Navarro**



**January, 2020**

Alexandra is a licensed large family home provider in Kit Carson County. She has been a huge resource in connecting the ECCYWK with potential family home providers. She makes herself available to potential providers as they go through the licensing process, and they are very appreciative of her and think of her as a friend.

# Did You Know?

## Most movement activities can be adapted for children of any age

### Age-by-Age Adaptations

Most movement activities can be adapted to work well for younger, older, or even mixed-age groups.



#### Babies

- Provide an open, safe-play surface for babies to move around freely.
  - Put age-appropriate materials on a blanket with babies and encourage little ones to reach for, grab, roll over toward, or crawl to the objects.
  - Hold a baby while you sing and move to the beat. Invite other children to dance along!
- Place babies on their backs and slowly, gently move their arms or legs to mimic some of the moves that other children are doing, like marching or pretending to be a bird.

#### School-Age

- Kids love being “helpers,” so ask them to help set up activities or be a younger child’s buddy or “teacher.”
- Invite them to demonstrate their physical skills (such as jumping, kicking, throwing, and catching) to younger children. This can boost older children’s confidence while motivating the younger ones.
- Challenge older kids to keep moving longer than younger ones, who enjoy shorter bursts of activity.
- Ask older children to take on jobs such as leading an activity or making up a new game.
- Have them help set up a safe indoor or outdoor obstacle course for younger children.
- If there are several older children, have them make up a dance to perform for everyone else.



# Family Support and Education

## Six Benefits of Free Play For Children

Jul 2, 2018 2019 Alex Brands



Structured activities are important for building developmental skills in children. They teach children how to follow rules and routines, and provide growth opportunities for motor and social skills.

However, between play dates, piano lessons and soccer practice, we sometimes overbook our kids and skimp on providing children time for free play.

Creating a mix of free play and structured time helps kids build an array of skills and feel more balanced in their everyday lives.

Soccer, piano, and play dates are important for development of gross motor skills, social emotional well-being, and peer play skills; however, unstructured, time when the play is freely chosen and directed by the child, is just as important for growth and development.

So take a break from running around from one activity to the next and give your kids free time to invent a game, pretend play, build a fort, or do whatever their imaginations create; you'll be helping them to build critical life skills.

### Here are six benefits of free play for children:

1. Builds **creativity** and ability to come up with unique ideas.
2. Develops **motor planning** skills, helping the child to create and carry out ideas, motor actions, and activities.
3. Fosters **decision-making** skills. Unstructured play provides many opportunities to make choices while playing alone or while playing in a group.
4. Fosters **independence**. Helps children learn to think independently and teaches them how to entertain themselves.
5. Develops **social skills and collaborative play skills**. Free play allows children to develop conflict resolution skills and learn to take turns. It also helps children develop their skills as leaders and as followers.
6. Provides opportunities for children to **discover their interests and skills!**

It is important to note that free play does not include time with electronics, such as the television, video games, or computer. True free play is child initiated, spontaneous and guided by the child's imagination without the direction of an adult.

# Health and Well-Being

## Fitness Begins in Early Childhood

By Gary E. Sanders

North American children today are taller and heavier than their counterparts of a hundred years ago (Gallahue & Ozman, 1998). Over a third of the children today are overweight and obese (Kirchner & Fishburne, 1998). Why is this? Simply put: Today's children are less active than the children of the past. As a result, many children suffer from obesity which in turn leads to coronary heart disease, high blood pressure, and high levels of cholesterol (Graham et al, 1998; Kirchner & Fishburne, 1998; Pangrazi, 1998). How can teachers and parents concerned with their children's health help?



Activity is one of the eleven components which contributes to a high-quality, healthy lifestyle. Some of the other components are muscle strength and endurance, flexibility, cardiovascular, and nutrition to mention a few (Corbin & Lindsey, 1997). The Surgeon General's Report on Physical Activity and Health Benefits recommends, "All people over the age of two years should accumulate at least 30 minutes of endurance-type physical activity, of at least moderate intensity, on most preferably all days of the week" (U.S. Department of Health and Human Services, 1996).

By incorporating daily movement activities into the early childhood curriculum, you help lay the foundation for children to experience an active childhood which will help them create an active adulthood. In fact, research has shown just how important the early years are to promoting physical fitness and wellness. According to Gabbard (1998), the "window of opportunity" for acquiring basic motor movements is from prenatal to five years of age; for fine motor skills the window is from after birth to around nine years of age. During this period, the brain gathers and stores information and a solid foundation for movement activities is built. At age ten the behavioral development window closes.

However, children are children. Do not use adult activities with them. Children's fitness and movement activities should be fun and appropriate for the age of the children. Remember, play is children's work, and is their way of learning as well as exercising. The following suggestions will help you incorporate movement activities into your classroom.

- Start early (before two years of age) with gross motor movements (the use of the large muscles in the body). Examples of gross motor activities include climbing, walking, running, kicking, throwing, catching, and jumping.
- Combine movements involving eye-foot and eye-hand coordination such as striking large colorful beach balls and balloons. Include manipulative items where reaching-to-grasp, puzzles, building blocks, and stringing beads provide experiences with fine motor movements (Gabbard, 1998).



# Learning and Development

## Creating a Literacy-Rich Environment

By John Funk

Once a year I teach an Early Literacy class for a group of college students who are preparing to begin student teaching. These students are seeking an Elementary Education license, which usually certifies their teaching skills for grades 1-6. One thing that I insist that this group do is visit a preschool classroom for at least one hour. During this hour they are to look for classroom indicators that reinforce a literacy-rich environment for children. One purpose for this assignment is to make sure the students are tuned in to what a literacy-rich environment should include. The second purpose is to help these elementary education students understand emergent literacy, the beginning stages of literacy development. I believe that a teacher cannot be effective in any elementary grade unless she understands how literacy begins. Many teachers will have students of all ages that are still functioning in that stage.



When the students report on the assignment above, the following indicators are things that I hope they observe during their preschool classroom visit.

### A Print Rich Environment

In a well-established and well-organized classroom, there should be print everywhere! This does not negate the fact that visual picture reminders of classroom schedules, rules, etc., are critical to the social and emotional development of the children. However, words should be placed next to any visual clue to help the children understand about print. Here are ways that a teacher can create a print-rich environment:

**Posted Alphabet-** There should be at least two alphabet charts posted in every classroom. These charts should be at the eye level of the children. I know that it is a bit challenging for classrooms with limited space. However, keep in mind that items posted at eye-level or below are great learning tools for children. Items posted above the child's line of sight are decorations.

**Name Labels-** A child's name is one of the best ways to teach about print. A child's name should appear at least 4-5 times throughout the classroom. Attendance cards, cubby labels, helper boards, apron hooks, center tags and name puzzles are just a few possible ways to display each child's name.

# Learning and Development

## Creating a Literacy-Rich Environment

By John Funk

**Item Labels-** A wise teacher will label every part of the classroom from the doors to the sink. Block shelves, listening centers, writing tables and group areas should all have written labels indicating the word that best describes that area. Each word should be accompanied by a picture of the item as a visual reminder about the word.

**Teacher Writing-** Teachers should look for every opportunity to model print for the children in the group. This would usually occur during a rug or circle time activity. The children should be able to observe the teacher writing simple words and short sentences about something related to the topic of the day. The teacher should say the words and talk the children through the writing during these modeling sessions.

### Classroom Libraries

It is recommended that each classroom plan to have at least 4 books per child available at all times. Because of limited funding, most classrooms do not own that many books. For situations like this, the teacher must visit the school or local public library on a regular basis. Books should be rotated so that the children are continually exposed to different stories and forms of print. It is also critical that children have access to stories that have been read to the group. I have known teachers who have their 'own set' of books that they read each year. They keep them in a closet, not allowing the children to personally look at the books, so that they can use them year after year without damage. Sometimes the teacher personally owns these books and wants to protect them. In this case I would recommend that the teacher find a copy of the book at the library so the children can handle it and retell the story to friends. Stories being read to children do not always accomplish literacy support unless there is a discussion about the story and the children can revisit the story whenever they would like. This will maximize the literacy experience.



Although a library center is critical, there are other ways to provide books for children. Here are some suggestions for placement of books throughout the classroom:

- Provide at least 2-3 books at each learning center that support the activity at that center. For example, when working on numbers in the math center, have several books about counting in the center with the mathematical attributes being used for the activity.

# Learning and Development

## Creating a Literacy-Rich Environment

By John Funk

- Create “book tubs ” Book tubs are small tubs or boxes that contain a book and several props to help retell the story. Book tubs are more effective if the story has already been read to the group of children. Allow the children to choose from the book tubs during choice activities.
- Make sure the library center contains “predictable books.” These are books that have repetitive text throughout the book. These types of books are very engaging for children as they can instantly participate in the reading of the story. Check the end of this article for a short list of suggested predictable books.
- Set up a listening center in the room on a regular basis. Most libraries carry many books on tape or CD with the accompanying book. These are especially effective if the center includes several copies of the same book so children can participate together.

### Writing Centers

Early childhood classrooms should always contain a writing center. While these centers will eventually help in the development of handwriting, for younger children they are critical for the development of fine motor skills and learning about print. Keep in mind these suggestions:

- For preschool and kindergarten children there should be a wide variety of tools to develop fine motor skills and handwriting skills. These tools would include large pencils, large crayons, large brushes, markers, finger paints, chalk, etc. Allowing children to experiment with different types of tools will assist in the development of fine motor skills.
- With over 25 years of working with preschool and kindergarten children, I found that the most effective method of motor development occurred when I began writing experiences using large size pencils and crayons. Some teachers insist that children adapt to standard size writing instruments too early. I found that when I began the year with large pencils and crayons and then shifted to standard sizes (depending on the age of the child) later, fine motor development was much more solid and controlled.
- Provide different types of writing materials for experimentation. Newsprint, construction paper, tagboard, colored and white paper are all part a long list of different types of paper that will be fun for the beginning writer.



# Learning and Development

## Creating a Literacy-Rich Environment

By John Funk

### Systematic Explicit Instruction

Recent reading research insists that even in preschool teachers should be systematic and explicit in their support of literacy skills. What this means is that a teacher should have a plan (organized developmental guidelines in a developmental order) and systematically introduce literacy skills during classroom activities. Skills should not be left to chance or for the teacher to take care of the next year. The following three literacy skills are the top three predictors of first grade reading success (Adams, 1990). They should be evident in every preschool and kindergarten classroom.



**Knowledge of Letter Names-** It is critical that children know the names of the letters of the alphabet. Prior to school this is much more critical than knowing what sounds each letter makes in reading. It is also critical that the child knows the letter with automaticity, meaning that the child should be able to name the letter immediately and without hesitation.

**Phonemic Awareness-** Phonemic Awareness is being able to hear the sounds of speech in our oral language. Nursery rhymes, rhyming stories and songs are excellent ways to teach children to listen to how speech is the same and how it is different. A preschool child with good phonemic awareness should be able to pick out the sound at the beginning of a word, such as “cat.” The child should be able to identify the /c/ sound. It is not necessary for the child to know it is the letter “c.” Identifying the sound is the critical issue for phonemic awareness. When children have good phonemic awareness and good knowledge of letter names, combining the two will be very easy and natural.

**Print Awareness-** Print Awareness is the knowledge of how books and print work. A good teacher will model how to read and draw attention to print whenever possible. Writing words in front of the children will help them develop print awareness. These three predictors will give children a great foundation for learning to read.

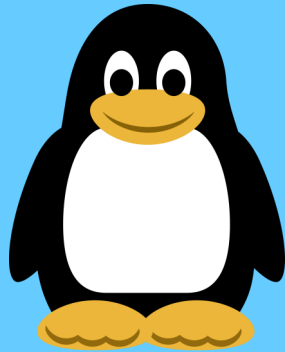
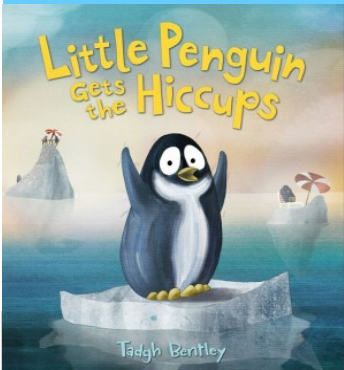
Supporting literacy in the classroom is critical in the early years in helping children become literate individuals. Good teachers continually ask themselves what more they can do to create a literacy-rich environment for their students.

# Fun Activities

## Little Penguin Gets the Hiccups

by Tadgh Bentley

Poor Little Penguin has a major case of the . . . HIC! . . . hiccups. It all started last week on chili night. Since then he's tried everything to get rid of them, but nothing—HIC!—works. So when his friend Franklin suggests that a good scare might do the trick, Little Penguin is willing to give it a try . . . all he needs is a little help from YOU!



## Six Little Penguins



Six little penguins off an iceberg did dive,  
One bumped his beak, then there were five.

Five little penguins swam the ocean floor,  
One saw a whale, then there were four.

Four little penguins spun around, whee-ee!  
One spun off, then there were three!

Three little penguins, with nothing to do,  
One went fishing, then there were two.

Two little penguins, having lots of fun,  
One fell off, then there was one.

One little penguin, when the day was done,  
Went home to sleep, then there were none.

## Banana Penguins



### Ingredients:

6 bananas  
1 c. melted chocolate  
1 tbsp. coconut oil, melted  
24 Candy eyes  
36 orange M&M's

### Directions:

Peel bananas. In a small bowl, mix together melted chocolate and coconut oil. Dip tops of bananas in melted chocolate, making sure to dip back side of bananas in chocolate. Dot melted chocolate on bananas for eyes and feet and add candy eyes and orange M&M's. Freeze 20 minutes.

## Royal Penguin Kids Craft

### Ingredients:

Small foam cup	Black and white paint
Paint brush	Black and orange cardstock paper
Yellow feathers	Googly eyes
Toothpick	Scissors
Glue	

### Directions:

Paint the outside and bottom of the foam cup with black paint. Once it has dried, turn the cup upside down and paint a white section on the front of the penguin body for his face and belly. (You could also just leave a section of the cup white when you are painting it black.) Cut an orange beak and black flippers out of cardstock paper. Glue them onto penguin along with googly eyes. Poke one or two holes in the bottom of the cup and insert yellow feathers into the hole (s).



# Early Childhood Council Incentives

The Early Childhood Council for Yuma, Washington and Kit Carson Counties has stipends for child care providers who are taking ECE classes.

If you are taking or have taken an ECE class since September 1st, 2019 contact Claudia Strait at 970-360-9099.

To qualify you must pass the ECE class with a “C” or better and apply for your Early Childhood Credential on the Professional Development Information System (PDIS)

<http://ecpd.costartstrong.org/ets/welcome.aspx>

Stipend amounts start at \$100 and can be as much as \$500 for each ECE class. All stipends will need to be distributed by August 15th, 2020.

## Early Childhood Council

**Vision**— The children and families of Yuma, Washington and Kit Carson counties will be healthy, well educated and part of a caring community.

**Mission**— To empower comprehensive, high quality, coordinated and accessible system of support for all children and families to ensure they are healthy and thriving.

**Claudia Strait-Early Childhood Council Director**  
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**Early Childhood Council of Yuma,  
Washington and Kit Carson Counties**  
Funding for this program and  
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Department of Human Services